

TREATIES, AGREEMENTS, AND LAND CESSIONS 1778-1909—EASTERN TREATIES, AGREEMENTS, AND LAND CESSIONS 1778-1909—TRANS-MISSISSIPPI WEST

SOCIAL STUDIES, GRADES 4-6

Charts: Treaties, Agreements and Land Cessions 1778-1909—Eastern
Treaties, Agreements, and Land Cessions 1778-1909—Trans-Mississippi
West

Level 4 Standards: 6040-01; 02; 03; 04

Level 5 Standards: 6050-01; 02; 03

Level 6 Standards: 6060-01; 03; 05; 06

OBJECTIVE: The students will study about treaties, agreements and land cessions written during the conquest of Indian America.

ASSESSMENT EVIDENCE

Students can explore, by project or group assignment, what impact treaties had on Indian tribes. Consider:

- Food sources.
- Cultural change or interchange.
- Values.

The students will be able to discuss or write about two reasons why the United States government entered into treaties with Indian tribes.

LEARNING STRATEGIES

The teacher presents background on the Indian tribes having a land base which they used for hunting and living purposes, where boundaries were not set for only one tribe. Explain the concept Indians had of shared governance and a tribe caring for all the people within that tribe.

- Since some tribes were somewhat nomadic, property was not owned; land was owned, but was used by all.
- Treaties became necessary when the colonists began to push westward and move the Indians off land they had occupied for generations.
- Tribes were ordered by treaty to remain within certain areas, which restricted hunting and other tribal ways of life.
- Discuss treaties with the Iroquois and the Navajo.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-12

Charts: Treaties, Agreements and Land Cessions 1778-1909—Eastern
Treaties, Agreements, and Land Cessions 1778-1909—Trans-Mississippi
West

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I

OBJECTIVE: The students will study about treaties, agreements and land cessions (1778-1909) that occurred during the conquest of Indian America.

ESSENTIAL QUESTION 1: Why did the United States feel it was necessary to negotiate treaties, agreements, and land cessions with the American Indian tribes?

ASSESSMENT EVIDENCE

In studying various tribes, discuss the democratic, group-oriented elements that existed in various tribes and how this affected treaties.

- How did the lack of understanding by the military and government as to the limited powers of tribal spokesmen affect the treaties?
- Have small groups or individuals report, after research, on one treaty with an eastern tribe and one treaty with a western tribe. Report on the involved Indian leaders, government or military leaders, purpose, terms, and whether the treaty was fulfilled. If not, why not?

Alvin Josephy, Jr., in his book *The Indian Heritage of America* (1968), says, “The European conquest of the Americas has been termed one of the darkest chapters of human history, for the conquerors demanded and won authority over the lives, territories, religious beliefs, ways of life, and means of existence of every native group with which they came in contact.” Discuss the need for land from the colonists’ point of view, considering:

- Greed or need for land; establishment of trade routes and trading posts, and how land was purchased or traded for.
- Were treaties of peace for land or peace?
- Did the Indians bargain for retention of part of their homeland?

- Were cultural attributes of various tribes recognized as essential in land bargaining?

LEARNING STRATEGIES

Give background information on the status of Indians prior to 1778. Consider the following in preparing the students to study using the charts:

- Each tribe's governing and decision-making structure.
- Each tribe's life within a region, using land as necessary for hunting and spiritual ceremonies.
- Each tribe's use of land and common ownership of land.

The phrase, "as long as the grass grows and river flows" is attributed to many treaties. Research this phrase and report to the class whether such a phrase did actually become part of treaty terms, or existed only in "Hollywood hype."

- Report on monetary exchanges in the terms of treaties. Were they fair? Has the government fulfilled its treaty responsibility?
- Compare the conquest of Indian tribes and the resulting treaties with a modern war and establishment of territories or treaties (e.g., the Japanese after surrender in 1945—did the United States occupy their land? Did the Japanese reclaim their government after a period of time of occupation by foreign troops?).
- Consider postwar Germany and western Indian tribes after defeat. If there are similarities, discuss or report to class.
- Were political issues important in determining which tribes were to be relocated and their land absorbed, ceded, or purchased?
- Today, could the reservations be broken up and sold parcel by parcel to non-Indians? What role, if any, would the tribal councils play in making this decision? Would the tribal councils have the right to make such a decision for all tribal members?
- Consider having a resource person come to class to discuss this issue.

Resource materials may be found listed at the end of the Guide.

